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ABSTRACT

The Instructional Model Program for All Children and Teachers (IMPACT) in Berrien County, Michigan, has a dual purpose of training teachers and providing aid to handicapped students through regular class placement, or mainstreaming. The goal of the project is to develop and implement a flexible instructional model by training teachers in the use of diagnostic/prescriptive teaching techniques which allow them to meet the needs of children with learning and adjustment problems in their own classrooms. A workshop training series is conducted for teachers and uses an IMPACT Workshop Kit prepared by the IMPACT staff and commercially produced. The sessions are: classroom organization and twelve principles of a success-oriented curriculum with emphasis on learning center class organization; assessment of academic skill deficits and behavior problems; prescription for remediation of academic deficits and behavior problems; assessment of learning process deficits related to developmental lag or learning disabilities; and prescription for remediation and/or accommodation of learning process deficits. This document also discusses reading teacher instruction at Andrews University, Berrien Springs, Michigan, which has found the materials prepared by IMPACT beneficial as learning disability assessment supplements to reading instruction. (MKM)

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IMPACT - DID TODAY MATTER?

Part I Mainstreaming in the Classroom
Part II Student Teacher Training at the University

Paper Presented
at the
Twenty-first Annual Convention
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Part I Mainstreaming in the Classroom

Part I

INTRODUCTION

The IMPACT project in Berrien County Michigan provides help to students having learning problems in the classroom. IMPACT stands for Instructional Model Program for All Children and Teachers. It has a dual purpose of teacher training and providing aid to the handicapped students. The location of the project is; Berrien County Intermediate School District, 711 St. Joseph Avenue, Berrien Springs, Michigan 49103. The Project was originally funded through the Federal Government's 1965 Elementary and Secondary Educational Act (ESEA) Title III. During it's third year of operation the project passed state and federal validation receiving the highest possible score. During 1974-1975 school year IMPACT was one of the six programs again funded by ESEA Title III through the Michigan State Department of Education for the purpose of information dissemination. IMPACT was designated as one of 12 demonstration sites by the Experimental and Demonstration Centers Program of the Michigan State Department of Education for the current year. Dissemination activities provide training to school districts adopting project IMPACT.

PROGRAM DESCRIPTION

Goal: The goal of the project is to develop and implement a flexible instructional model by training teachers in the use of diagnostic/prescriptive teaching techniques along with classroom management and organizational procedures which allow them to meet the needs of children with learning and adjustment problems in their classrooms.

IMPACT training provides teachers with a system for altering the educational environment, thus enabling many handicapped children to be served as they are mainstreamed into the classroom. The IMPACT workshop training develops an awareness and provides skills for identifying and defining the students' observable behaviors so that referrals are better prepared when additional services are needed. The IMPACT training provides special education teachers with a variety of options to effectively mainstream students and to assist fellow teachers in finding a performance level of success both in the special education class and in the regular classroom. IMPACT training also provides to special education personnel a consultant model with proven techniques in diagnostic/prescriptive procedures which allow them to meet the particular needs of three types of students; the child with the learning disorder/disability (L.D.), the child with limited intellectual potential (E.M.I.), and the child with emotional behavior adjustment problems (E.I.).

At the onset of this project, special education classes in Berrien County had the capacity for serving 50 children considered to be emotionally disturbed or learning disabled and 540 mentally impaired students. A survey mandated by public act 2[illegible]0 indicated that teachers would request evaluation for 666 children for the condition of emotional disturbance and 477 children for the condition of learning disability and 914 for mental impairment. Even if a significant over referral is granted, this survey indicated the presence of more children than were being served and more than could reasonably be served in a special education facility.

Education's alternative for many children with learning and/or behavior problems in the past has been failure, full or partial placement in a special education facility or social promotion.

Teachers and parents, in searching for new solutions to the problems of educating the child who is not functioning effectively in the classroom provided the impetus for the development of project IMPACT.

DELIVERY SYSTEM

Through a developmental series of training workshops, teachers are systematically guided in techniques for creating programs to meet the needs of children with learning or adjustment problems. The IMPACT Workshop Kit consists of a series of six filmstrips, the IMPACT Box, the IMPACT Manual, and the IMPACT Instructor's Manual. All materials of the IMPACT Teacher Training Workshop Kit were developed, written and prepared by the IMPACT staff. Workshop manuals are written in a modular format consisting of a behavioral objective, materials needed, content, delivery and evaluation. Manuals have been published for both workshop participants and IMPACT instructors. The workshop training series consists of five days and follows the organization of the IMPACT Box. The sessions are;

Session I.	Classroom Organization and Twelve Principles of a Success-Oriented Curriculum.
Session II.	Assessment of Academic Skill Deficits and Behavior Problems.
Session III.	Prescription for Remediation of Academic Deficits and Behavior Problems.
Session IV.	Assessment of Learning Process Deficits Related to Developmental Lag or Learning Disabilities.
Session V.	Prescription for Remediation and/or Accommodation of Learning Process Deficits.

Classroom Organization focuses on twelve learning principles considered consistent with the success-oriented curriculum. The development of a classroom organized around the learning center concept is an integral part of Session I. Teachers observe classrooms organized in such a fashion by visiting some of the demonstration classrooms located throughout Berrien County. These classrooms were selected for demonstration purposes because of their exemplary use of a success-oriented curriculum characterized by individualized programs for children with special problems. The workshop participants also converse with the demonstration teachers and review first hand their concerns about implementing the ideas to which they are exposed.

The first phase of the diagnostic/prescriptive procedures are embarked upon in Session II, Assessment of Academic Skill and Behavior. This system requires that teachers first assess academic skills (reading auditory, reading visual, other reading skills, language, mathematics, motor) and behavior. The assessment of these skills and of behavior is accomplished through a series of informal checklists and inventories, results of which are recorded on an assessment profile. Teachers are instructed in the use of these assessment tools at the second workshop session. The teachers select children characterized by learning or behavior problems and assess them, using the IMPACT materials. At the third workshop the teachers return with the assessment information which is then summarized on an assessment profile. The emphasis then turns to programming in the area of academic skills and behavior. Session III centers on writing behavioral objectives and designing a program suitable for reaching instructional objectives

which are established for each child. Teachers are familiarized with programming ideas, ranging from commercial materials, teacher-made materials, and teaching activites, to classroom management techniques. The objectives and programs written for these children are recorded on program forms, the primary means for systematizing the individualized programs for selected children.

If, after implementing thorough remedial teaching techniques in the academic skill or behavior area, a child has not progressed, additional assessment is suggested. The focus of the fourth workshop session then, is on assessment of learning processes. These are the pre-cognitive or perceptual processes in the expressive modalities which underlie the effective learning of academic skills. Again workshop participants are familiarized with informal assessment inventories for each of seventeen learning processes in which children may be deficient. In addition to informal inventories, teachers are familiarized with symptomatologies of deficit processes and expressive modalities as well as task analysis.

As teachers implement the programs for identified students, they are visited monthly by project consultants. These visits frequently include observation of the teacher participants' classrooms and particular selected children followed by approximately one hour of consultation with the teacher. During this time, the progress of the child's behavioral objectives are reviewed and recorded and new objectives written or programs revised. Systematic recordings on the student program forms are an essential feature of these consultations. IMPACT

consultants also assist in classroom organization, behavior management and suggest materials and techniques for implementing a success oriented curriculum.

The focus of the last workshop is on programming for children with identified learning process problems. Commercial materials, teacher-made materials and learning activities relevant to stated instructional objectives are reviewed. In Session V, ways of accommodating or making life easier for a child with these problems are also explored since remediation of many of these problems is slow, difficult, and in some cases impossible. The five sessions, when spread over the course of the school year, and accompanied by field visits of the IMPACT Consultant, have proved to be the most effective way of achieving teacher change, which in turn leads to learning success for the students.

PROJECT EFFECTIVENESS

Students as Learners: An expected result of teacher growth is subsequent change in students, especially those students with learning or behavior problems. Specifically, children with learning deficits were expected to have some identified problem remediated or ameliorated. Along with the emphasis on development and remediation, there occurred a stress on accommodation of the students' problems, i.e., making adjustments in curriculum and teaching strategies in order to make living with a problem easier for the child.

Teachers assess and write individual programs following the IMPACT system for a minimum of two students who have learning deficits. The

project goal for student growth is that stated behavioral objectives written on the IMPACT Program form must be met by 75% of the students.

Teachers as Learners: As a result of the workshops there is an expected increase of teacher growth in cognition and change regarding instructional strategies. The role of the IMPACT participating teacher is to prepare a rich learning environment. The teacher becomes a discreet diagnostician noting specific strengths and weaknesses of each child and guides him through the appropriate materials through small group instruction incorporating learning centers.

Evaluation Activities: An evaluation team consisting of Dr. Rodney Roth, Dr. Robert Howell, and Dr. Uldis Smidchens R.E.D.E. (Research Experimentation Development Evaluation) Center of Western Michigan University at Kalamazoo, Michigan, were contracted to design tools for measuring project effectiveness.

The general evaluation findings for the project are:

1. Cognitive knowledge gained as measured on the workshop pre-posttests were significant at the .001 level for IMPACT teacher participants.

2. Pre- post classroom observations and interviews conducted by outside evaluators, showed changes recorded on the forms in the areas of physical arrangement, behavior management, and learning centers were significant at the .05 level.

3. IMPACT student program forms were evaluated. Of the 166 children selected for IMPACT assessment and programming during the 1973-74 school year, 161 were programmed following the IMPACT procedures. There were 5 children who moved to schools not involved with the program. 97% of short term objectives stated on IMPACT program were met. Of the long term objectives stated, 80% of those objectives were met.

On the basis of the results of the 1973-74 project year, the evaluation team made the following conclusions;

1. The IMPACT workshop consultation program results in change in teachers' behavior and cognition. These changes enable IMPACT teachers to:

   a. assess and program for children with special learning behavior problems.

   b. implement learning principles consistent with success-oriented curriculum, and in particular to use learning centers to facilitate programming for exceptional children.

2. Children with learning or behavior problems can have critical difficulties remediated or accommodated in the general purpose classroom setting when taught by IMPACT teachers. A related though more tentative conclusion is that all children in the class of the IMPACT teacher, profit from their teacher's changes in behavior and growth and cognitive knowledge.

3. Teachers are able to identify children with learning and behavior problems on the basis of their instructional activities with the children and through observation. This identification is not necessarily categorical, but does include those children who are in need of special programming.

Additional Evidence of Project Effectiveness: Project IMPACT is the recipient of two outstanding educational awards;

1. The Pacesetter Award given by the President's National Advisory Council on Supplementary Centers and Services.

2. The Excellence in Education Award given by the National Association fo State Advisory Council Chairman.

After reviewing IMPACT material, Michigan State University grants college credit to teacher participants.

The IMPACT program has successfully passed both state and federal validation. The federal validation score was 75 of a possible 75.

The IMPACT Box is being used in teacher training programs in Michigan

State University in East Lansing, Michigan and Andrews University in Berrien Springs, Michigan.

IMPACT Boxes are also being used by teachers in Berlin, in Frankfurt, Germany; Palm Springs, Florida; Kansas City, Kansas; Lexington, North Carolina; Washington D.C.; several areas in Arizona; many areas near Detroit, Michigan; as well as Ontario, Canada; Dhahran, Saudi Arabia and extensive use throughout Berrien County, Michigan.

Academic Therapy Publications of San Rafael, California, commercially distributes the IMPACT Box.

Dr. John Porter Superintendent of Public Instruction for the State of Michigan, in his letter to Michigan School Superintendents, states that ... "This project has been identified as a successful program in finding solutions to educational needs of the students who participated in them." " ... IMPACT was approved by the Project Classification Committee of the Department of Education to operate in the coming year as a demonstration site so that other school districts could visit and receive assistance in adopting the program. This means that other school districts with similar educational needs and environment could use components of this program with some assurance of success."

IMPACT Staff: The four-person IMPACT staff is composed of specialists in the following areas; emotional disturbance, learning disabilities, early childhood development, and both elementary and special education. The IMPACT staff has presented its program to the National Association for Supervision and Curriculum Development, National

Association of Elementary School Principals, North American Division of Seventh-Day Adventist Superintendents and Supervisors, and the International Reading Association Regional Conference in Phoenix, Arizona. IMPACT material has been distributed at the National Association for Children with Learning Disabilities, the National Council of Exceptional Children, and the National Association for School Psychologists. Other state presentations included Michigan Associations for School Curriculum Development, Michigan Association for Children with Learning Disabilities, Council of Exceptional Children, Tri-County International Reading Association as well as many local presentations.

Project Adoption: The IMPACT teacher training program has been adopted in a variety of school settings. Both the metropolitan area of Detroit Public Schools Region V, Detroit, Michigan, the suburban areas of Birmingham Public Schools, Birmingham, Michigan and Avondale Public Schools in Rochester, Michigan have adopted and implemented project IMPACT. A consortium of eight rural and urban school districts of the upper peninsula are also in final stages of adoption.

The IMPACT teacher training workshops provide innovative teachers with necessary tools to answer in the affirmative the question asked by the filmstrip title "IMPACT - Did Today Matter?"

Part II Student Teacher Training at the University

Part II

At Andrews University, in Berrien Springs, Michigan, teacher preparation essential for meeting the needs of the child having learning problems emphasizes the humanistic approach, for each day matters in the life of the child. It has to.

For graduate school students majoring in Reading Instruction at this University, the methods taught somewhat vary according to the specific skills needing to be learned by the clients coming to the Reading Center. However, a multi-sensory approach highlights most techniques. Prescriptive instruction for real live clients increases the repertoire of teaching methods learned by graduate school students. Reading is not the one and only concern but the whole child, including the physical, mental, social and emotional self, is considered in the prescriptive instruction.

Many types of materials are introduced and used giving the training student experience with a variety of kits, books and other softwear. Those prepared by IMPACT are found beneficial since these supplement reading instruction with learning disability assessment, and learning techniques highly useful to the training clinician. As suggested in the IMPACT Box, formal and informal diagnoses are used in identifying specific learning and adjustment problems as well as pinpointing the strongest receptive modality of the child, youth or adult being assessed.

Some of the reading majors on the graduate level fulfill practicum

requirements by assisting in classrooms where the teachers have had IMPACT Workshop training given at the Intermediate office. Through this fieldwork experience there is a fusing of textbook theory and practice in daily learning encounters. Here the university student has an opportunity for additional diagnosing, writing reports, and assessing in prescriptive instruction. They have experience in discovering the child's rate of learning, reducing gaps in skills, working with materials, giving immediate feedback, reinforcement, and providing for perfect practice.

In reading diagnosis classes at Andrews University it is emphasized that some formal tests are profitable but unless one is able to identify through them specific weaknesses of the client, they are not, according to a systems analysis, worth the money spent for them. Often the norms vary 1 to 5 grade placements on different vocabulary and comprehension tests given at the same time to an individual child. The clients sometimes guess or randomly mark answers not giving a true picture of learned skills. One also cannot always discover how a child learns, what modality is his strongest avenue of learning through most formal tests.

Because of these problems with formal testing, informal assessing is becoming more popular within the classroom and by reading clinicians. Through informal assessment, one is able to learn the child's tricks, crutches, errors and small steps of accomplishments. That is why it is important that the graduate students learn to give informal tests and to evaluate the data effectively. They also are instructed as to

which of these informal tests can be used individually and which can be administered in mass within the classroom. Some of the informal assessing items suggested in IMPACT Box that can be easily observed by a classroom teacher with a total group. Gross motor skills can be observed while playing the game of follow-the-leader using a good model in the gym. The children are not even aware they are being assessed as they jump, hop on one foot, skip, gallop, perform jumping tasks, walk the balance board, and throw the ball. It is advised that those who appear to have problems doing tasks given should be screened out for further individual observation.

A number of children can be observed at one time copying from the chalk board with no loss of vital information. Also, knowledge of body image can be assessed in small groups. "I'm going to say some parts of the body. Touch each one on yourself as I say them: hand, ankle, hips, elbow, eyes, shoulders, ears, nose, mouth, feet, head, knees and chest." Again, those seeming to have problems can be given a second chance on a one-to-one basis.

Having all the children go through an obstacle course gives insights into haptic discrimination and one's own body and awareness of one's position in space. A broom stick or pole is placed vertically about 18" from the wall. The child walks through the opening between stick and wall without touching either. Other obstacles may be set up for the child including following directional arrows showing the child only the beginning point and finish line.

To determine auditory perception, 3-letter nonsense words or syllables can be dictated to a group to determine the extent of mastery of sounds and symbols, such as lig, bav, cof, teg, dub. The analysis will show reversals, spacial relations and position in space.

Through the informal assessment of large groups those having specific problems are screened out and then are given one-to-one attention by further individual diagnosing.

Mark was one identified as having learning problems. Further informal assessment was administered by graduate school students. Perceptual activities were given to Mark, checking visual and auditory figure ground discrimination skills. Writing and rate of writing were evaluated. Auditory closure and memory were checked. Fine motor skills were observed and vocal expression was recorded. Mark had problems. Fine motor activities were difficult for him. Rather than pick an object off a desk he would slide it off. He could not draw a diamond well. Mark would loose his place when saying the alphabet if he simultaneously had to point to the letter.

During the informal inventory hyperactivity was evident. When possible he would slide under the table, put headphones on and off, get upon a chair, open the door and yell at people in the hall letting them know they were intruding on his territory, and walk around as though he could not sit still. He needed specific instruction to meet his deficits. Each day was very important to him since he was already 13 years old and in the sixth grade.

Since Mark has a knowledge of the letter sounds in isolation but has difficulty with closure, he is now learning to blend words together by exploding the consonant sounds into the vowel, holding the vowel sounds during pointer control activities. He is even beginning to enjoy writing his dictation. With success experience, the hyperactivity is minimized.

After a case conference including his pediatrician, teacher, mother, reading teacher, principal, a graduate student, and the Reading Center director, Mark was removed from class activities for two hours a day for one-to-one instruction. Progress is finally being made scholastically. Mark's days are more meaningful now. They do matter.